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ABSTRACT

In response to the problem of adult literacy, the Michigan State Board of Education initiated a program to reduce the functional illiteracy rate among adults in the state significantly. This is to be accomplished by: (1) raising the level of awareness of the scope of illiteracy problems in the state; (2) developing comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy; and (3) recruiting and training 3,000 volunteers to assist in the literacy efforts. This report describes the plan of action to be used to achieve these goals. Following the first section, which defines the purpose of the plan, six additional sections provide the following information: definition of illiteracy, background and current status report, special populations, structure of the program, implementation of goals, and issues and problems. Appendixes provide a roster of the statewide coordinating committee, a directory of Michigan adult literacy programs, a list of networking regions, a summary of committee responsibilities, and a bibliography of literacy initiative resources. (KC)

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Michigan Adult Literacy Initiative

A Five Year Plan to Reduce Illiteracy
In Michigan by 50%

MICHIGAN STATE BOARD OF EDUCATION

CE051278

U.S. DEPARTMENT OF EDUCATION
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TABLE OF CONTENTS

		PAGE
SECTION 1:	Purpose	1
SECTION 2:	Definition	1
SECTION 3:	Background and Current Status Report	1
SECTION 4:	Special Populations	8
SECTION 5:	Structure	11
SECTION 6:	Implementation of Goals	13
SECTION 7:	Issues and Problems	19

APPENDIXES

APPENDIX A:	Statewide Coordinating Committee	22
APPENDIX B:	Directory of Michigan Adult Literacy Programs	29
APPENDIX C:	Networking Regions	53
APPENDIX D:	Committee Responsibilities	54
APPENDIX E:	Literacy Initiative Resources	59

MICHIGAN ADULT LITERACY INITIATIVE

SECTION 1: PURPOSE

By 1990, the functional illiteracy rate among adults in Michigan shall be significantly reduced. This shall be accomplished by:

*raising the level of awareness of the scope of illiteracy problems in the state

*developing comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy

*recruiting and training 3,000 volunteers to assist in the literacy efforts

The purpose of this document is to describe the plan of action to be used to achieve these goals.

SECTION 2: DEFINITION

Functional illiterates are out-of-school adults whose basic skills (reading, writing, simple math, ability to speak English, and oral communications) are nonexistent or so poor that they cannot function effectively or at all in many everyday tasks. These adults cannot read a newspaper, fill out a job application, write a check or a letter, or read a simple manual or the label on a medicine bottle.*

SECTION 3: BACKGROUND AND CURRENT STATUS REPORT

Adult functional illiteracy is a major "hidden" problem in the United States. National estimates of the number of persons who could be classified as functional illiterates range from 23 million to 27 million.

*Until a few years ago, school completion data were used to estimate the number of adult illiterates in the population. Because school attainment level is only one of several indicators of illiteracy, the federal government sought in the mid-70's to develop a more relevant measure. A major federally-funded project, the Adult Performance Level Study (APL), carried out at the University of Texas, tested the ability of a national sampling of adults to perform a variety of tasks judged essential to everyday living and working, and dependent on mastery of the basic skills. The definition given above was derived from the study by the Business Council for Effective Literacy.

It is further estimated that between 30 and 40 million adults do not read well enough to hold even entry-level jobs. This number is increasing by 2.3 million persons annually.

The 1980 interim census data indicated that in Michigan thirteen to fifteen percent (13 to 15%) of the population 20 years of age or older (or, at a minimum, 797,000 adults) had less than a ninth grade education. In addition, approximately 1.3 million did not have a high school diploma. This number has since risen to 1.7 million. The adult illiteracy problem in Michigan is further compounded by the fact that an average of 38,000 students officially drop out of the K-12 educational system annually.

There currently is a polarization in the work force. At one end increasing numbers of jobs are and will continue to be available in such service industries as "fast food." To become employed in these industries, a person will only need a "basic skills" competency. These jobs, however, are often dead-end. At the other end, there is a rapid decline in the number of jobs available to the semi-skilled/blue collar work force and an increasing demand for workers possessing skills in high technology. As a result, re-training programs are being offered in the area of high technology. Many of the workers, however, do not possess the basic academic skills needed to take advantage of the re-training programs and need to master those as a prerequisite to re-training.

In recognition of the scope of the problem, President Reagan through the U.S. Department of Education launched the National Adult Literacy Initiative on September 7, 1983. Under this Initiative, efforts are being made to improve functional literacy through cooperation among volunteer organizations, state-administered adult education programs and business, industry and labor. The components of the Initiative are: a national awareness campaign, establishment of adult literacy councils, a national Adult Literacy Project to identify model programs, the utilization of college work-study programs for tutoring, a Federal employee tutor-training program and the promotion of public/private sector partnerships to provide support.

In response to the national emphasis on increasing the level of literacy of adults, an eight-member planning committee was convened by Adult Extended Learning Services, Michigan Department of Education to plan the Michigan Adult Literacy Initiative.

It was recognized by the committee that many literacy efforts/programs are already in existence in the state. The most commonly known involves the Adult Basic Education (ABE) programs operated by the K-12 public school system (over 90 programs in 140 school districts) and the Michigan Literacy Incorporated (MLI) councils (affiliated with the national Laubach Literacy Action (LLA), 19 such councils are in existence).

Less commonly known but equally significant were the literacy efforts of at least five additional groups using other-than-Laubach tutoring methods as well as laboratories located in several community colleges and programs operated in only one locality.

As a thrust of the Michigan Adult Literacy Initiative, in 1984, the following seven goals were identified and the statewide coordinating committee was convened to address them. This committee was composed of representatives of agencies and institutions either involved in literacy training or affected by illiteracy among adults. See Appendix A for committee membership. Department staff served as facilitators for the group.

The goals were:

to develop a network of existing literacy programs

to present a variety of old and new program models focusing on literacy

to promote public/private sector partnerships in the area of adult literacy

to identify and solicit support from existing funding sources

to prepare and implement a statewide awareness campaign

to identify and provide educational opportunities which integrate the special needs and characteristics of the population to be served'

To implement these goals the coordinating committee was organized into several subcommittees. Their titles and activities are as follows:

Publicity Subcommittee - Activities by this committee resulted in:

* The Proclamation by the State Board of Education of August 19-25, 1984, as Michigan Adult Literacy Week.

* The development of two public service announcements-one focusing on students in need of a basic skills education, the other on potential tutors.

* The purchase of an award-winning literacy video-tape to be used to promote the awareness of the Literacy Initiative.

* The adoption of the literacy slogan: LEARNING IS CATCHING pass it on.

* The implementation of the Michigan Adult Literacy Initiative Conference at Michigan State University on August 22, 1984.

Program Subcommittee - Activities by this committee resulted in:

* The development and dissemination of a literacy survey designed to identify existing literacy efforts throughout the state. A copy of the survey is located in the draft directory, Appendix B.

* The plan for a directory containing resources for literacy as well as individual program components on a state and regional basis.

Networking Subcommittee - Activities by this committee resulted in:

* The plan for regional mini-conferences to promote the awareness of the Michigan Adult Literacy Initiative. The basis for participation has been the information derived from the above mentioned directory. See Appendix C for regional designations.

Business/Industry/Labor Subcommittee - Activities by this committee resulted in:

* A flow chart which may be followed to assist in developing business/industry/labor education programs to promote literacy.

* The recommendation that an ongoing committee be appointed to assist in these efforts.

As a result of the subcommittee activities and the statewide conference in August, two significant events have occurred:

1. Governor's Declaration: The Governor declared November 1, 1984, to November 1, 1985, Michigan Adult Literacy Year.

2. Regional Formation: The activities vary from region to region depending on the previous literacy efforts in each area.

Region 1: Macomb and Oakland

Both of the counties in this region hired literacy coordinators during the fall of 1984. These coordinators plus others broadly representative of agencies/institutions interested in literacy conducted a regional awareness conference in November at Oakland University. Seventy persons attended.

Volunteer tutors in both of these counties are being trained primarily in the Laubach method (LLA).

Literacy awareness has continued to be heightened through the media, printed flyers and word of mouth. Volunteer tutors are working with individual students as well as in adult education programs.

Region 2: Detroit

A regional literacy planning committee was convened. In line with the literacy effort, Famous Amos, spokeperson for the Literacy Volunteers of America (LVA), appeared in October, 1984 in Detroit to launch the Detroit Public Library's campaign to reduce illiteracy through the use of volunteer tutors. The Detroit Public Schools appointed a person as literacy liaison. As a follow-up to Famous Amos's visit, representatives from LVA, at the invitation of the Detroit Public Library, conducted a four day tutor, management and leadership training session. Initially 35 volunteers were trained and are presently working with low-level adult readers in the Detroit Public Schools classrooms and/or libraries. As a result of this exposure, an LVA affiliated council is presently being organized in Detroit.

An awareness conference to organize the Detroit Adult Literacy Coalition, held on May 24, 1985, attracted over 150 participants.

Region 3: Monroe, Wayne (exclusive of Detroit)

A regional literacy planning committee was convened. A literacy meeting was held in November, 1984, in Dearborn involving approximately 60 persons. A Michigan Literacy Council (LLA) for Western Wayne County has been formed. To further heighten awareness, a "10-K Run for Literacy" is being planned for September, 1985.

Region 4: Genesee, Lapeer, St. Clair, Sanilac, Huron

Plans for awareness activities are under way. A literacy coordinator has been hired at the Genesee Voluntary Action Center with funding from B. Dalton Bookstores. She is working closely with the public schools as well as other agencies.

Region 5: Ionia, Clinton, Shiawasee, Eaton, Ingham, Livingston, Jackson, Washtenaw, Hillsdale, Lenawee

An initial awareness conference was conducted in November at Jackson Community College with forty-five persons attending. Washtenaw County, a part of this region, has a long history of literacy activities. A literacy coordinator has been hired. A literacy coordinator also has been named for Livingston County.

As a result of this conference, the Ingham County Coalition for Adult Literacy is being formed. Approximately 90 persons have indicated an interest in the coalition and a bi-monthly newsletter has been initiated.

Region 6: Allegan, Barry, Van Buren, Kalamazoo, Calhoun, Berrien, Cass, St. Joseph, Branch

An initial awareness conference scheduled in November at Kalamazoo Valley Community College did not meet the expectations of the planning committee. A steering committee of representatives from labor, community colleges, Department of Social Services, a literacy council, library and public schools is being reconvened to further develop the Literacy Initiative in this region.

Region 7: Kent

A representative planning committee has been convened. In order to develop plans for action in this region, it was decided that each member of the committee would seek advice/raise awareness during individual presentations provided to the groups they represent. This has occurred and a regional awareness conference was held on February 28, 1985. Joe Casello, Acting Director of the National Adult Literacy Initiative, was keynote speaker.

Region 8: Mason, Lake, Oceana, Newaygo, Muskegon, Ottawa

The planning committee decided that their best plan of action was to develop a comprehensive literacy program in one locality and replicate the model in other geographic areas. A local conference in November, 1984 in Holland, Michigan featured Diane Welch Vines, former Director of the National Adult Literacy Initiative.

In April, 1985, the Functional In-Service Training Program (FIST) was held to prepare trainers in this area to facilitate tutoring. Another training session will be conducted this fall.

Region 9: Osceola, Clare, Gladwin, Arenac, Mecosta, Isabella, Midland, Bay, Montcalm, Gratiot, Saginaw, Tuscola

An awareness conference in this region was held on January 18, 1985, to coincide with the National Awareness Initiative. Approximately 80 persons representing nine of the ten counties in the region attended. A literacy plan of action for each county was initiated during this conference. Personnel at Central Michigan University are developing plans to involve that institution actively in the literacy effort.

Region 10: All counties north of Regions 8 and 9 and south of the Mackinac Bridge

To accommodate the vast geographic area this region represents, three awareness conferences were scheduled. These were in January, 1984 in Traverse City; Gaylord and Alpena. Each conference was similar in format and content with a keynote speaker heightening awareness of illiteracy and the explanation of a cooperative literacy model already in existence in the area.

Members of the Northland Interlibrary System will be attending an awareness conference scheduled for September 12, 1985.

Region 11: All counties in the Upper Peninsula

Initial planning (determining membership of the planning committee) has been started with the Upper Peninsula Community Education Association. Geographic representation has been obtained throughout the Upper Peninsula; "literacy" representatives are now being determined.

Tutoring using the previously mentioned FIST has been in operation in several locations since August, 1984.

"Literacy" is one of the topics to be discussed at the annual community educators' workshop scheduled for August 7-9, 1985.

SECTION 4: SPECIAL POPULATIONS

The following special populations were chosen to coincide with the target populations delineated in the Michigan Adult Education State Plan. This plan is developed in compliance with the Adult Education Act, P.L. 91-230, as amended.

Residents of Urban Areas with High Rates of Unemployment

Every Michigan County with an urban population of over 50,000 also has a high rate of unemployment (defined as having at least nine and one-half (9.5%) percent of the civilian labor force not employed). A conservative estimate is that over 655,000 residents of these urban areas are eligible for Adult Basic Education (ABE) programs. It is estimated that at least one third (218,000) of these residents are in need of special literacy training beyond the present ABE structure.

Adults from Rural Areas

Twenty-three Michigan counties have municipalities with a population of less than 2,500 people. These are classified as rural areas. In general, the unemployment rates in these counties are the same or are higher than urban areas, as are the educational attainment levels. Therefore, the specific literacy training needs for rural areas are similar to those for urban areas. The methods used to deliver this training, however, will be vastly different in each.

The Elderly

Of the over 1.3 million elderly in the state (60 years of age or older), approximately 945,000 (almost seventy-three percent) are listed as living at or below the poverty level. This, coupled with the fact that almost two-thirds of the persons 65 years of age or older do not have a high school diploma, emphasizes the need for literacy training to help them cope with the increasing complexities involved in such things as consumer shopping, elderly benefits, and Medi-Care.

Handicapped Adults

Because mandated educational opportunity for the handicapped is relatively recent, this population reflects a greater percentage than the fifteen percent (15%) total State average of individuals not completing the eighth grade. Statewide surveys reveal approximately twenty percent (20%) of the current participants in ABE programs are developmentally disabled and in need of unique literacy training.

Women With Special Needs

It is estimated that more than eighty percent (80%) of the total Aid to Dependent Children (ADC) grantees are mothers who are single parents. In this pool of 176,000 clients, approximately 80,000 (fifty-six percent)

do not possess a high school diploma or its equivalent. Eighteen percent of this group (about 14,400) are 21 years of age or younger. An additional thirty-nine percent (39%) are between the ages of 22 and 31. Development of both literacy skills and parenting skills are recognized to be two of the greatest needs of this group.

Among women whose circumstances create special needs, those who experience teenage motherhood are particularly needy. It is difficult to calculate the personal and social costs of teenage pregnancy, but most people are aware of the health problems, the effect on educational attainment, and the number of adolescents and their children who live in poverty and/or on welfare.

Nationally, one of every five babies born to a teenage mother and mothers who had their first child as a teenager account for over half of the ADC budget. In Michigan, in 1982, there were 17,663 babies born to young women 19 years of age and younger. Of these births, 6,307 of them were to adolescents 17 and under.

It is costly to society both in direct expenditures for health and social services and in the loss of the economic contribution that teenage parents might have made if their educational and vocational opportunities had not been reduced by early childbearing. Because the most far-reaching consequence of teenage pregnancy is the loss of education and limitation of opportunities, literacy and coping skills are greatly needed to compete in society. Largely because of educational deficiencies, teenage parents are frequently unable to get other than dead-end jobs and their family income tends to be much lower than those earned by other families.

Adults in Correctional Facilities

Approximately 15,000 Michigan residents are in the State's prison system. Additionally 7,000 residents are in the 81 county jails. Over fourteen percent (14%) of the combined prison and jail population are reading at less than a sixth grade level, while an additional twenty-one percent (21%) read at the sixth to eighth grade level. Not included in these statistics is information regarding the residents of the Federal Prison in Milan and the probation residential, correction and juvenile centers. Their literacy needs closely parallel those in prisons and jails.

Persons of Limited English Speaking Ability, Immigrants and Refugees

Statistics concerning limited English speaking adults are difficult to obtain and/or approximate. Existing census data have repeatedly been criticized as reflecting a sizeable undercount. The most reliable-albeit conservative-indicator of the number of limited English speaking adults is the number of state and/or federally funded bilingual and refugee programs for children. Parents of children eligible to participate are equally eligible save for the age factor.

At this time, there are over 120 school districts or Intermediate School Districts (serving several schools) that qualify to receive funding for such programs.

One factor compounding the need, especially among refugees, is the fact that they are illiterate in their own language due to unsettled conditions within their native countries. Literacy training for English proficiency is vital to success in work and society.

Minority Group Adults

The population of the State of Michigan in 1980 was 9,262,078. Of these, 1,389,837 or fourteen and nine-tenths percent (14.9%) were categorized as non-white. Of this non-white population, the races identified in the 1980 census indicated the following:

Blacks - 1,199,023 or twelve and nine-tenths percent (12.9%)

Hispanic - 162,440 (No percentage is attached because, depending on the response to the census, Hispanics may be counted as being in many races. Of this number, 86,716 were considered "white")

Other (Asian, Arabic, etc.) - 150,764 or one and six-tenths percent (1.6%)

Native Americans - 40,050 or four-tenths percent (0.4%)

An examination of all of the significant factors that indicate quality of life (education, housing, income level, etc.) shows that minority group adults suffer disproportionately in comparison to the majority population. In terms of race, although the majority of the disadvantaged are white, non-whites represent a greater share of the poor than they do of the general population.

Realistic and sufficient literacy training would increase minorities' opportunities for improving their quality of life.

Employes of Business and Industries in Need of Literacy Training

Approximately one-fifth of the people lacking basic skills are now over 25 and will still be in the work force in the year 2000, working at less than full productivity and, generally, at low wages. Education deficiencies will inhibit the promotion of entry-level employes which will lead to employe frustration, low productivity, and high turnover.

We pay a high price for illiteracy. Millions of dollars are lost annually in inefficient worker productivity, welfare costs, crime, personal injury and death, and unrealized tax revenue.

The illiterate Naval recruit who caused $250,000 in damage because he could not read a repair manual exemplifies the high cost of employe illiteracy.

Studies have shown that literacy skills are most easily obtained when they are taught in conjunction with a job or task. It is, therefore, imperative that the structure of literacy training link with the structure of employment for joint and/or collaborative literacy efforts.

SECTION 5: STRUCTURE

It is recognized that the success of the Initiative in reducing adult illiteracy will depend upon the establishment of effective coalitions of public and private agencies and institutions; business, industry and labor; literacy associations and individual citizens at three levels: statewide, regional, and local. Working partnerships within and among these levels are fundamental to mobilizing the talents and resources required to meet the challenge of the Initiative. Although persons at each organizational level play an essential role in the effort, it is important to acknowledge that the key to achieving the goals is the commitment at the local level. Local and regional leadership, involvement, and efforts are essential in assuring planning and coordination in order to reduce adult illiteracy significantly and permanently.

Statewide Structure

Statewide Coordinating Committee: The Statewide Coordinating Committee will continue in its role of providing leadership and overseeing the regional activities. It will serve as a clearinghouse between the national Initiative and the regional/local Initiatives. It will also serve as liaison among the regional organizations. This committee will be responsible for evaluating the Initiative. Recommended responsibilities for this committee as well as the following subcommittees are located in Appendix D.

Statewide Subcommittees: Subcommittees addressing the various components of the Literacy Initiative have been formed. Although membership was derived primarily from the coordinating committee, others are welcome to participate. The overall purpose of these subcommittees will be to act as a resource to the regional and local literacy efforts. Listed below are the subcommittees with a brief explanation of their roles.

1. The Administrative Subcommittee will serve as a steering committee to the total committee and will assist the chairperson in making necessary decisions when the advice of the entire committee cannot be obtained.

2. The Public Relations/Publicity Subcommittee will develop a plan to involve "influentials" in the state/regional/local Initiatives, disseminate national publicity information to regions and serve as liaison among the regions to disseminate local literacy efforts.

3. The Volunteer Literacy Activities and Resources Subcommittee will identify and promote literacy activities and resources.

4. The Special Populations Subcommittee will insure that the target populations of the Initiative are indeed involved and served in the Initiative planning and implementation.

5. The Business, Industry and Labor Subcommittee will assist at the local/regional level in the implementation of the flow chart developed by the original subcommittee.

6. The Assessment and Evaluation Subcommittee will develop the system to be used to measure the long-term impact of the Initiative activities and identify assessment tools to determine individual placement and progress.

Regional Structure

The state will continue to be organized into 11 regions. Coalitions in each region will continue to be responsible for planning literacy activities in the region in keeping with the intent of the Initiative.

The structures established by these coalitions as well as those established locally may parallel the statewide model or they may be structured in whatever manner that will best serve the needs and resources of the community involved. Regardless of the regional structure, it is anticipated that the following activities will be common to all:

*Establishment of a regional and/or local coalition

*Development of regional/local action plans and strategies

*Promotion of literacy awareness and needs in the region

*Identification and involvement of the special populations residing within the region

*Mobilization and management of resources located within the region (Appendix E, while not inclusive, contains resources which should be considered for involvement in the Initiative.)

*Development of linkages and coordination between resources and the special populations.

*Establishment of monitoring, oversight, evaluation procedures.

To assist in the regional/local coordination efforts, funds are available under Section 310 of the Adult Education Act to provide for at least a part-time coordinator in each region. The Request for Proposal has been issued which requests that eligible agencies/institutions submit

a proposal to coordinate cooperative literacy programs throughout the state, train volunteer tutors and continue literacy awareness and recruitment efforts.

SECTION 6: IMPLEMENTATION OF GOALS

As previously stated, the major purpose of this Initiative is to significantly reduce the rate of functional illiteracy among adults in Michigan by 1990. Goals developed to accomplish this are:

1. To raise the level of awareness of the scope of the illiteracy problems in the state.

2. To develop comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy.

3. To recruit and train 3,000 volunteers to assist in the literacy efforts.

The activities necessary to accomplish these goals are located on the chart on pages 15 through 18 as are the subcommittees primarily responsible for the development and/or implementation. Each of the subcommittees has some involvement in every goal. The "Due Date" on the chart refers to the date the initial information/product will be available. As this represents a multi-year plan, most of the activities will re-occur and most of the products will be updated at scheduled intervals. These are noted under "Comments."

In order to reach this goal, the following timetable will be used.

By November, 1985 there will be at least one comprehensive literacy program in each region and at least 250 tutors will be trained throughout the state. This should result in a total of 65,000 adults being served educationally.

By November, 1986 there will be at least two comprehensive literacy programs in each region and an additional 550 trained tutors working in the state. This should result in a total of 80,000 adults improving their literacy skills.

By November, 1987 there will be a total of 1350 trained tutors statewide and a total of 100,000 adults who have been or are being served in educational programs.

By November, 1988 trained tutors will total 1900 and adults who have become literate or are becoming literate will total 150,000.

By November, 1989 trained tutors will total 2450 and the number of adults who have become or are becoming literate will total 220,000.

By November, 1990 the goal of 3000 trained tutors will be reached as will the total of 400,000 adults who have become or are in the process of becoming more literate.

Goal: To raise the level of awareness of the scope of illiteracy problems in the state.

Activity	Committee(s) Responsible*	Due Date	Comments
Implement the campaign developed by the original publicity subcommittee	1;2	8/85	will be reviewed and updated annually
Develop a speakers' bureau to address the Literacy Initiative	1;2	9/85	will be continuously updated
Implement a statewide literacy newsletter	SCC	9/85	will be published quarterly with input from all committees
Develop and implement a plan which insures the participation of special populations in the Initiative	4;6	9/85	ongoing activity
Develop a resource cadre to provide technical assistance throughout the state	2;3;4	11/85	will be reviewed and updated every 6 months
Develop a resource cadre to work with business/industry/labor	2;5	11/85	will be reviewed and updated every 6 months

*Key: SCC - Statewide Coordinating Committee; 1 - Administrative Subcommittee; 2 - Public Relations/ Publicity Subcommittee; 3 - Volunteer Literacy Activities and Resources Subcommittee; 4 - Special Populations Subcommittee; 5 - Business, Industry and Labor Subcommittee; 6 - Assessment and Evaluation Subcommittee

Goal: To develop comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy.

Activity	Committee(s) Responsible*	Due Date	Comments
Implement a system of coordination within/ among each region (regional coordinators)	Section 310 Project;1	8/85	first year funding available under Section 310
Develop a method for updating literacy directory	3	9/85	will be updated annually
Develop and implement a plan which insures the participation of special populations regionally and locally	4;6	9/85	ongoing activity
Develop a resource cadre to work with business/industry/labor	2;5	11/85	will be reviewed and updated every 6 months
Identify student assessment instruments	3;6	11/85	this will be compiled and disseminated.

*Key: SCC - Statewide Coordinating Committee; 1 - Administrative Subcommittee; 2 - Public Relations/ Publicity Subcommittee; 3 - Volunteer Literacy Activities and Resources Subcommittee; 4 - Special Populations Subcommittee; 5 - Business, Industry and Labor Subcommittee; 6 - Assessment and Evaluation Subcommittee

Goal: To recruit and train 3000 volunteers to assist in the literacy efforts.

Activity	Committee(s) Responsible*	Due Date	Comments
Implement a system of coordination within/ among each region (regional coordinators)	Section 310 Project;1	8/85	first year funding available under Section 310
Develop and implement a system for data collection	6	9/85	all committees will provide input
Develop standards for volunteer programs and criteria for model programs	3;6	9/85	annual recognition event statewide
Develop and implement a system for peer tutoring between out-of-school and in-school youth	3	10/85	
Develop a system for recognition of literacy volunteers	2;3	11/85	annual recognition event statewide
Mobilize retired teachers/professionals as volunteers	1;2;3	250 trained tutors by 11/85; a minimum of 550 additional tutors annually	

*Key: SCC - Statewide Coordinating Committee; 1 - Administrative Subcommittee; 2 - Public Relations/ Publicity Subcommittee; 3 - Volunteer Literacy Activities and Resources Subcommittee; 4 - Special Populations Subcommittee; 5 - Business, Industry and Labor Subcommittee; 6 - Assessment and Evaluation Subcommittee

Goal: To recruit and train 3000 volunteers to assist in the literacy efforts. (continued)

Activity	Committee(s) Responsible*	Due Date	Comments
Mobilize Assault on Illiteracy Program (AOIP) volunteers	1;3		
Initiate Michigan Employee Literacy Training Program	1;2		
Develop and implement a system for the utilization of cable/public TV to train tutors	Section 310 Project;3	6/86	first year funding available under Section 310

*Key: SCC - Statewide Coordinating Committee; 1 - Administrative Subcommittee; 2 - Public Relations/ Publicity Subcommittee; 3 - Volunteer Literacy Activities and Resources Subcommittee; 4 - Special Populations Subcommittee; 5 - Business, Industry and Labor Subcommittee; 6 - Assessment and Evaluation Subcommittee

SECTION 7: ISSUES AND PROBLEMS

A number of problems need resolution if this Initiative is to measurably reduce the level of illiteracy in Michigan in the next five years. Recognizing these issues is a realistic first step toward resolving them.

Perhaps the most pervasive problems facing persons attempting to reduce illiteracy involve identifying illiterate and semi-literate adults, recruiting these persons into programs, and retaining them long enough to make an impact on their literacy skills. These problems, acknowledged by workers in the field, have been studied extensively but still exist.

A further problem centers on coordinating efforts. If those involved in adult basic education, volunteer programs, libraries, business and industry, labor, corrections, human services, and others, are all to make substantive contributions to this Initiative, their efforts need to be coordinated not only at the state and regional levels, but particularly at the local level.

Closely related to the coordination of efforts is a concern for transcending attitudes of "turf protection" among those involved in literacy efforts. Ways must be found to facilitate the work of the ABE staff and the volunteer workers so that they complement each other without usurping the other's role. Questions of whose facilities, materials, and approaches will be used need to be mutually resolved with the interests of the adult learner in mind.

Another concern which needs continuous attention has to do with promises made attracting adults into programs. A valuable end in itself, literacy alone is no assurance of better employment or a higher income. Care must be taken not to promote this literacy effort as the solution to all problems of the poor, the unemployed/under-employed, the incarcerated or others who have not achieved literacy. Adults who are misled will serve neither themselves nor society.

This Initiative is unique. It has the potential to increase the level of adult literacy in Michigan far beyond anything previously attempted. Those involved need to assure that it does not become just another program that fades into obscurity before its potential is realized.

This Initiative focuses on adults because of the tremendous need to increase literacy levels in the current adult population. While the statewide coordinating committee acknowledges the efforts of school districts in developing literacy at the K-12 level, and encourages their continuing efforts, it is crucial that school districts dedicate equal efforts to developing adult literacy.

Finally, there is the problem of adequate financial support. This will be a particularly critical problem as local literacy councils are formed. The statewide coordinating committee believes financial support is available at the local level, and local groups will need to develop creative methods for securing the necessary financial support for their work.

APPENDIXES

APPENDIX A

MICHIGAN ADULT LITERACY INITIATIVE

STATEWIDE COORDINATING COMMITTEE
CHAIRPERSON: MELVIN VILLARREAL
FACILITATOR: MAE MITTAG

MICHIGAN DEPARTMENT OF EDUCATION
ADULT EXTENDED LEARNING SERVICES
DIRECTOR: RONALD M. GILLUM

Tom Allen Instructor, Adult Education Lansing Public Schools 500 W. Lenawee Lansing, MI 48933 (517) 374-4380	Subcommittee Assessment and Evaluation
Sybil Atwood Volunteer Action Center-Room 110 202 E. Boulevard Drive Flint, MI 48503 (313) 767-0500	Regional Leadership (4)*
John Avolio Michigan Alliance of Administrators for Public School Adult Education Redford Union School District 18499 Beech Daly Redford, MI 48240 (313) 592-3305	Business, Industry and Labor Regional Leadership (3)
Linda Belknap Adult Education Consultant Wayne County I.S.D. 33500 Van Born Road Wayne, MI 48184 (313) 467-1377	Administrative Business, Industry and Labor
Alice Beery Executive Director Good Samaritan Center 21 W. 16th Street Holland, MI 49423 (616) 392-7159	Volunteer Literacy Activities

John J. Castillo
Director, District Services
Michigan Department of Civil Rights
309 N. Washington
Lansing, MI 48933
(517) 373-7634

Business, Industry and Labor
Special Populations

Jane Chickering
Instructor, Adult Education
522 Quail Road
Traverse City, MI 49684
(616) 941-1359

Volunteer Literacy Activities
Regional Leadership (10)*

Joan Dessinger
Michigan Council on Learning for Adults
1660 Ford Court
Grosse Pointe Woods, MI 48236
(313) 961-3744

Administrative
Public Relations/Publicity

Brian Elrod
UAW-Ford
National Development and Training Center
5101 Evergreen
Dearborn, MI 48121
(313) 337-3464

Business, Industry and Labor

Pat Frey
Educational Coordinator
Washtenaw County Jail
2201 Hogback
Ann Arbor, MI 48104
(313) 971-8400 x 380

Assessment and Evaluation

Gerry Geik
Coordinator, Adult Education
Parchment School District
Comstock Adult Education
301 N. 26th Street
Comstock, MI 49041
(616) 388-9480

Regional Leadership (6)*

Roger Grabinski
Community Leadership Program
CEACL Room 214
Central Michigan University
Mount Pleasant, MI 48859
(517) 774-3204

Regional Leadership (9)*

Connie Green, OEDC-1001 Employment and Training Division Oldsmobile Division 920 Townsend Street Lansing, MI 48921 (517) 377-2717	Business, Industry and Labor
Mary Foster Havercamp Center for Occupational Education 200 Education Building Big Rapids, MI 49307 (616) 796-0461 x 5717	Regional Leadership (3)
Myra Hirzel President, Michigan Literacy Incorporated 1559 C Drive South Climax, MI 49304 (616) 979-1926	Volunteer Literacy Activities
Sally Joseph Michigan Association of Community and Adult Education West Middle Adult Education Center 615 Turner, N.W. Grand Rapids, MI 49504 (616) 456-4196	Volunteer Literacy Activities Regional Leadership (7)
Sr. Monica Kostielney Michigan Catholic Conference P.O. Box 10157 Lansing, MI 48933 (517) 372-9310	Special Populations
Irene Lopez Ken Morris Labor Studies Center Oakland University 233 Varner Hall Rochester, MI 48063 (313) 370-2100	Administrative Business, Industry and Labor
Allan Maar Coordinator, Reading Instructional Services Lansing Community College Department of Communication 410 N. Capital Avenue Lansing, MI 48901 (517) 483-1067	Volunteer Literacy Activities

Gayle Maki Upper Peninsula C.E.A. Cedarville Schools Cedarville, MI 49719 (906) 484-2256	Special Populations Regional Leadership (11)
Charles Mitchner Director Greater Lansing Urban League 221 W. Saginaw Lansing, MI 48909 (517) 487-3608	Special Populations
Janet Morton Literacy Liaison Project C3 ABE 3700 Pulford Detroit, MI 48207 (313) 245-3758	Volunteer Literacy Activities
Roberta Pittman Adult Extended Learning Services Advisory Subcommittee Harris Adult Education Center 3700 Pulford Detroit, MI 48207 (313) 245-3758	Administrative Regional Leadership (2)
Paul Rease Director, Veterans Education Opportunity Program Wayne State University 4216 McDougal Detroit, MI 48207 (313) 577-4690	Assessment and Evaluation
Lewis Saks Director, Community Education East Detroit School District 15501 Couzens East Detroit, MI 48021 (313) 445-4416	Public Relations/Publicity
Len Sawish Michigan Rehabilitation Services Michigan Department of Education P.O. Box 30008 Lansing, MI 48909 (517) 373-4034	Special Populations

Art Shy
Director of Education Programs
UAW International Union
8000 E. Jefferson
Detroit, MI 48214
(313) 926-5474

Business, Industry and Labor

James Snoddy
Professor, Departments of
Education Administration and
Teacher Education
417 Erickson Hall
Michigan State University
East Lansing, MI 48824
(517) 353-9017

Administrative
Assessment and Evaluation

Rena Soifer
Reading Academy
631 2nd Street
Ann Arbor, MI 48103
(313) 487-1815 (work)
633-6318 (home)

Business, Industry and Labor

Diane Spence
Education Director
Michigan Department of Corrections
Corr Building
300 E. Michigan Avenue
Lansing, MI 48909
(517) 373-1838

Administrative
Special Populations

Gene Strobel
Wayne State University
20278 Old Homestead Drive
Harper Woods, MI 48225
(313) 886-5065

Business, Industry and Labor
Public Relations/Publicity

Carol Terry
Michigan Department of Social
Services
Suite 711
Commerce Center
Lansing, MI 48909
(517) 373-0944

Administrative
Special Populations

Mike Uriegas
Executive Director
Michigan Economics for Human Development
908 W. Jefferson
Grand Ledge, MI 48837
(517) 627-4065

Special Populations

Lawrence Vickery Director of Employment Relations General Motors Corporation 1090 Argonaut Building Detroit, MI 48202 (313) 556-3172	Business, Industry and Labor
Melvin Villarreal Assistant, State and Federal Programs Lansing School District 500 W. Lenawee Lansing, MI 48933 (517) 374-4323	Chairperson Regional Leadership (5)
Cathy Weiss Literacy Coordinator Oakland County Literacy Project 2100 Pontiac Lake Road Pontiac, MI 48054 (313) 858-1937	Regional Leadership (1)*
Louvert Weldon Chairperson Assault on Illiteracy Program 4019 Tyler Detroit, MI 48238 (313) 931-0045	Volunteer Literacy Activities
Theresa Williams N.A.A.C.P. 309 Meadow Lane Jackson, MI 48203 (517) 788-0862	Assessment and Evaluation
Ed Woods Director, Community Education Benton Harbor Area Schools 120 E. Napier Benton Harbor, MI 48021 (616) 926-6145 or 927-2305	Volunteer Literacy Activities

() Persons who may be contacted for specific information regarding the activities in that region.

* Persons not on the original coordinating committee who have assumed leadership roles in the regional activities.

MICHIGAN ADULT LITERACY INITIATIVE

ADULT EXTENDED LEARNING SERVICES
ADULT BASIC AND COMMUNITY EDUCATION PROGRAM
P.O. BOX 30008
LANSING, MICHIGAN 48909

Ronald Gillum, Director
(517) 373-8425

Ken Walsh, Supervisor
(517) 373-8439

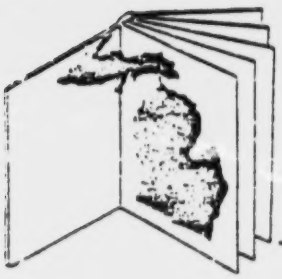
Orchid Brown, Consultant
(517) 373-1694

Maude Lee, Consultant
(517) 373-6911

Mae Mittag, Consultant
(517) 373-1693

Russell Schmidt, Consultant
(517) 373-4220

APPENDIX B



LEARNING IS CATCHING
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WORKING DRAFT

DIRECTORY OF

MICHIGAN ADULT LITERACY PROGRAMS

October 1984

Michigan Department of Education
Adult Extended Learning Services
P.O. Box 30008
Lansing, Michigan 48909

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

Adult Extended Learning Services
P.O. Box 30008
Lansing, Michigan 48909

STATE BOARD OF EDUCATION
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GOV. JAMES J. BLANCHARD
Ex-Officio

November 28, 1984

Dear Colleague:

This document represents the first draft of the Michigan Adult Literacy Initiative Contact Directory. The persons/institutions listed are those who responded to our initial survey. We realize it is incomplete as it contains information about only those programs that were sent the survey and returned it completed.

To provide a more comprehensive document, we have attached a blank copy of the survey. If you know of literacy programs that are not listed, will you please complete the attached (make copies if necessary) and return to the address indicated. If you have any questions, please call Mae Mittag at (517) 373-1693.

I thank you for any assistance you may be able to offer in this endeavor.

Sincerely,

Ronald M. Gillum
State Director

RMG:dh

Attachment

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
AVKO Educational Research Foundation, Inc. 3084 West Willard Road Birch Run, MI 48415	Don McCabe Sean Loughenquay 313/686-9283	50
Adrian School District 159 East Maumee Street Adrian, MI 49221	Lynn Hollosy 517/263-1332	250
Albion-Marshall Literacy Council 315 Prospect Albion, MI 49224	Dee Currie 517/629-8026 Mildred Johnson 517/629-2765	33
Algonac Community Learning Center 1215 Washington Algonac, MI 48001	Ida Basinski 313/765-3535	320
Allegan Public Schools 550 Fifth Street Allegan, MI 49010	Kenneth Ebersole Carol McFall 616/673-5431	58
Alma Community Education and Recreation 1500 North Pine Alma, MI 48001	John Palmer Edith Hillstrom 517/463-3111 Ext. 48	131
Alpena Public Schools 3303 South Third Street Alpena, MI 49707	John Gruden 517/356-6161	174
Alpha Rho Omega Chapter Alpha Kappa Alpha Sorority, Inc. 18253 Sorrento Detroit, MI 48235	Erma G. Davis 313/342-5672 Evelyn Dangerfield 313/896-3147	7
Ann Arbor Public Library 343 South Fifth Avenue Ann Arbor, MI 48104	Betsy Lawrence 313/994-2338 Sue Budin 313/994-2345	200

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Ann Arbor Public Schools	See Willow Run Community Schools	
Antrim Kalkaska Community Education 309 North Birch Street Kalkaska, MI 49646	James Friestad 616/258-9862 Mary Guy 616/258-5140	100
Atlanta Learning Center	See Alpena Public Schools	
Avondale Community Center	See Lake Orion Adult Basic Education	
Baldwin Community Schools 525 Fourth Street Baldwin, MI 49304	Thomas Mayhew Robert D'Agostino 616/745-7481	10
Bark River-Harris Public Schools P.O. Box 395 Powers, MI 49874	Kenneth Grob 906/497-5507	175
Bay DeNoc Community College Escanaba, MI 49829	Dean Schoen Therese Fix 906/786-5802	160
Bedford Public Schools 1575 West Temperance Road Temperance, MI 48182	Wayne Langschied Pamela Hopkins 313/847-6736	25
Belding Community Education 315 West Washington Street Belding, MI 48809	Karen Barker Judy Schmachtenberger 616/794-1750	30
Boyne Community Education 1025 Boyne Avenue Boyne City, MI 49712	Shelly Martin 616/582-6765	10

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Brandon Adult Basic Education 1025 Ortonville Road Ortonville, MI 48462	Patricia MacQuarrie 313/627-4981	300
Breckenridge-Merrill Community Education 700 Wright Avenue, Box 217 Breckenridge, MI 48615	Lew Pavlik 517/842-5761 Don Aulbert 517/643-7261	100
Brimley High School	See Pickford Public Schools	
Butcher Community Education 27500 Cosgrove Warren, MI 48091	Al Snider Joyce Kearis 313/751-4800	35
Caledonia Community Schools 211 East Main Street Caledonia, MI 49316	Robert Evans 616/891-8117 Sara Colburn 616/891-8185	25
Carney-Nadeau Public Schools	See Bark River-Harris Public Schools	
Cassopolis Public Schools P.O. Box 98 Diamond Cove Road Cassopolis, MI 49031	Mark Finan Gene Karrow 616/445-3861	141
Cedar Springs Public Schools 204 East Muskegon Street Cedar Springs, MI 49319	Claudia Peters Jane Meadows 616/696-1203	120
Charles A. Ransom Public Library 180 South Sherwood Plainwell, MI 49080	Janice Park 616/685-8024 Isobel Gillham 616/685-1265	15

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Charlevoix Literacy Council C/O Howard's Optical Shop 405 Bridge Street Charlevoix, MI 49720	Betty Potter 616/547-2129 Kathryn Smith 616/457-2920	15
Charlotte Community Education 301 Horatio Charlotte, MI 48813	Eldred Toutant Laurel Jones 517/543-0976	30
Chesaning Community Education 850 North Fourth Street Chesaning, MI 48616	Tom Tithof 517/845-2040 Don Flory 517/845-7020	40
Columbia Adult and Community Education 4460 North Lake Road Clarklake, MI 49234	Ralph Piepkow, Jr. 517/529-9400 Arnold Haugen 517/592-6641	12
Comstock Park Community Education 100 Betty Street Comstock Park, MI 49321	Robert MacEachran Nancy Jansen 616/784-7293	44
Corunna Public Schools 106 South Shiawassee Street Corunna, MI 48817	D. Michael Haggerty 517/743-4151	20
Dearborn Public Schools	See Garden City Adult & Community Education	
Delton District Library 108 South Grove, P.O. Box 155 Delton, MI 49046	Dorothy Texter 616/623-8040	20
Detroit Public Schools Center Building-Room 1328 5057 Woodward Avenue Detroit, MI 48202	Ray Ferrier 313/494-1154 Janet Morton 313/579-2648	20,599

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Detroit Urban League 4130 Maxwell Detroit, MI 48214	Mack Walker 313/571-8384 Sue Hamilton-Smith 313/832-4600	60
Dickinson County Community Schools 400 Hemlock Street Kingsford, MI 49801	William Potter Al Dighera 906/774-6335	25
Dowagiac Public Schools 405 East Division Dowagiac, MI 49047	Richard Boles 616/782-3444 Judy Coffeen 616/782-3486	30
Dowagiac Reading Council 54693 Indian Lake Road Dowagiac, MI 49047	Terri Moore 616/782-6925 Margaret Siczek 616/782-7112	20
East Detroit Public Schools 15501 Couzens East Detroit, MI 48021	Arthur Miller Cheryl Bosley 313/445-4545	200
East Lansing Public Schools	See Haslett Public Schools	
Escanaba Area Public Schools 111 North Fifth Street Escanaba, MI 49829	Thomas Vitito 906/786-4659 Robert Nepper 906/786-6521	60
Evart Literacy Council 421 North Oak Street Evart, MI 49631	Beverly Stevens 616/734-5487 Marilyn Allen 616/734-3365	6
Ferndale/Oak Park Adult and Community Education 881 Pinecrest Ferndale, MI 48220	Dorothy Kosovac 313/542-2535 Ann Dilly 313/546-6832	1,200

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Flint Community School Mott Adult High School 1231 East Kearsley Street Flint, MI 48503	Nickolas Manych Kent Copeman 313/762-1101	1,399
Franklin Community Education Center/Coldwater Schools 95 South Fremont Street Coldwater, MI 49036	Terry Reen Cindy West 517/279-9711 Ext. 219, 214	120
Fremont Public Schools 204 East Main Fremont, MI 49412	Dennis Hammer 616/924-3750 Marji Derks 616/924-2300	150
Fruitport-Grand Haven Community Education 300 North Sixth Street Grand Haven, MI 49417	Donald Heilig Mary Ann Meljema 616/846-2180	200
Garden City Adult and Community Education 28901 Cambridge Garden City, MI 48135	Chris Babler Diane Nichols 313/422-7198	70
Gladstone Community Schools 300 South Tenth Street Gladstone, MI 49837	Robert Richards 906/428-9200	7
Godfrey Lee Public Schools 1335 Lee Street, S.W. Wyoming, MI 49509	Kalista Castine 616/452-6934 Thomas Poltrock 616/247-1704	1,515
Gogebic County Literacy Ironwood Area Schools Ayer Street Ironwood, MI 49938	Iris Williams 906/932-2701	65

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Good Samaritan Center 21 W. 16th Street Holland, MI 49423	Alice Beery 616/392-7159 Della Lohman 616/751-8317	20
Grand Rapids Public Schools 143 Bostwick, N.E. Grand Rapids, MI 49503	Roberto Saenz 616/456-4575 Jean Enright 616/456-4819	4,350
Grand Traverse Area Literacy Council 1125 West Civic Center Drive Traverse City, MI 49684	Lee Stephenson 616/947-6746 Ursula Gilmore 616/947-2162	40
Greater Flint O.I.C. 708 Root Street Flint, MI 48503	Rev. Harry Redds 313/239-5512 Jean Conyers 313/767-2015	335
Greenville Community Education 111 North Hillcrest Street Greenville, MI 48838	Doug Van Syckle 616/754-4182	190
Greenville Public Library 205 South Franklin Greenville, MI 48838	Karen Carter 616/754-6359	100
Gwinn Community Schools Gwinn High School Highway M-35 Gwinn, MI 49841	Stephen Wills 906/346-9211 Fran Balcerak 906/346-4454	40
Hart Public Schools	See Shelby Public Schools	
Haslett Public Schools 1590 Franklin Haslett, MI 48840	Janet Quiring 517/339-2665 Maria Layman 517/339-1877	500

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Hesperia Adult Learning Center	See Fremont Public Schools	
Highland Park School District 20 Bartlett Highland Park, MI 48203	Steve Davlantes 313/252-0491 Frederick Restum 313/252-0430	3,000
Hillsdale Community Schools 30 South Norwood Avenue Hillsdale, MI 49242	Don Cascarelli 517/439-1515	120
Holland-West Ottawa-Saugatuck Community Education 96 West 15th Street Holland, MI 49423	Larry Blackmer 616/396-4695 Peter Roon 616/396-3577	180
Holt Public Schools	See Lansing School District	
Homer Community Schools 403 South Hillsdale Street Homer, MI 49245	Ruth Smith Fred Saxton 517/568-4461	25
Howell Community Education 1400 West Grand River Howell, MI 48843	Cheryl Johnson 517/546-6200	20
Huron School District 32044 Huron River Drive New Boston, MI 48164	Roger Benner James Elliot 313/782-1505	20
Inkster Public Schools 29115 Carlysle Avenue Inkster, MI 48141	Manuel Wilson Edmond Beverly 313/722-5310	131
Ishpeming-Negaunee-NICE Community Schools 101 Pioneer Negaunee, MI 49866	James Manley Bob Marietti 906/475-4173	45

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Jackson Public Schools 1400 West Monroe Jackson, MI 49202	Donald Kelso Leslie Blossom 517/782-8121	1,610
Kalamazoo Literacy Council Skyrise Apt. 2504 105 East Walnut Street Kalamazoo, MI 49007	Elsie Belco 616/342-1681 Mildred Winslow 616/381-2297	40
Kelloggsville Public Schools Southkent Community Education 242-52nd. Street, S.E. Grand Rapids, MI 49508	Kalista Castine 616/452-6934 616/538-7460	1,515
Kent City Community Schools 351 North Main Kent City, MI 49330	Susan Sharp 616/678-4680 Robert Halle 616/678-7714	80
Kingsley Area School Blair Street Kingsley, MI 49649	Leona Barnhart Jacqueline Bradley 616/941-2173	18
L'Anse Creuse Public Schools 36727 Jefferson Avenue Mount Clemens, MI 48045	Joan Garbarino 313/463-1160 Bonita Myrand 313/463-2150	600
L'Anse-Baraga Community School Lyons Street, P.O. Box 428 Baraga, MI 49908	Patricia Baribeau 906/353-6663 Elaine Hammond 906/353-6623	39
Laingsburg Community Education 320 East Grand River Laingsburg, MI 48848	Kay Nickols 517/651-2067 Hal Beatty 517/651-5767	60

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Lake Orion Adult Basic Education 55 Elizabeth Street Lake Orion, MI 48053	Mary Anne Thorndycraft 313/693-7331	100
Lakewood-Ionia Community Education 834 Third Avenue Lake Odessa, MI 48849	William Haug 517/566-8058 Pat Zelenka 616/527-4150	120
Lansing Community College 419 North Capitol Ave. Lansing, MI 48901	Thomas Franke 517/483-1061 Alan Maar 517/483-1067	350
Lansing School District 519 West Kalamazoo Lansing, MI 48933	Lee Mason 517/374-4341 Doris Kollmeyer 517/374-4380	2,453
Lapeer County Area Volunteer Tutors' Association P.O. Box 35 Imlay City, MI 48444	Karen McFall 313/724-0739 Betty Mooi 313/664-4074	70
Lincoln Park Public Schools 1545 Southfield Lincoln Park, MI 48146	Douglas Knight 313/386-4300, Ext. 202	50
Lowell Area Schools	See Godfrey Lee Public Schools	
Macomb Literacy Council Macomb County Library 16480 Hall Road Mount Clemens, MI 48044	Linda Bejma Cora Devinney 313/286-5750	75
Madison Heights Community Education 28500 Alden Madison Heights, MI 48071	Norma Ross 313/545-5585	270

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Madonna College 36600 Schoolcraft Livonia, MI 48150	Sister Rose Marie 313/591-5047 Edward Meyer 313/591-5043	233
Manistique Community Schools Cedar and Main Street Manistique, MI 49854	James McDonough Richard Bonifas 906/341-2195	50
Marshall Public Schools 100 East Green Street Marshall, MI 49068	Robert Lowman Jim Vachow 616/781-5171	18
Marysville Schools	See Algonac Community Learning Center	
Mason Public Schools	See Lansing School District	
Michigan Literacy, Inc. 1559 "C" Drive, South Climax, MI 49034	Myra Hirzel 616/979-1926 Pauline Atkinson 517/629-8026	500-800
Midland Public Schools 1105 East Sugnet Midland, MI 48640	Lowell Thomas 517/631-9103 Clayton Wetmore 517/631-2311	250
Mio Learning Center	See Alpena Public Schools	
Monroe County Library System 3700 South Custer Road Monroe, MI 48161	Bernard Margolis Jennifer Hensley 313/241-5577	
Mount Pleasant Area Volunteers for Literacy P.O. Box 611 Mount Pleasant, MI 48858	Rev. Ron Vredeveld 517/773-7921, Ext. 372 Mabel Kyser 517/828-5803	15-20

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Munising-Trenary Community Schools 800 West Munising Avenue Munising, MI 49862	Thomas Luckey 906/387-2782 George Truckey 906/387-2251	8
Muskegon County Opportunities Industrialization Center 201 Apple Avenue Muskegon, MI 49442	Daniel Oglesby Mary Burt 616/726-4033	200
National Association of University Women	Ernestine Simmons 517/784-4734 Irma Simon 517/782-4734	10
North Central Area School	See Bark River-Harris Public Schools	
North Macomb Literacy 142 Sisson Street Romeo, MI 48065	Helen Miller 313/752-3297 Gloria McCormick 313/752-4516	60
Nottowa Township 112 Clark Street Centreville, MI 49032	Ellen Thornton 616/467-6289	3
Oakland Community College 2900 Featherstone Road Auburn Hills Campus Bloomfield Hills, MI 48013	M. Ann Hall 313/853-4367	250-300
Oakland County Literacy Council 2100 Pontiac Lake Road Pontiac, MI 48054	Cathryn Weiss 313/858-1937 Robert Rodgers 313/858-1942	35
Ovid-Elsie Area Schools 8989 Colony Road Elsie, MI 48831	Jan Amsterburg David Porrell 517/834-2271	12

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Owosso Public Schools 765 East North Street Owosso, MI 48867	Dale Trimble 517/723-8231	50
Paw Paw Community Education 313 West Michigan Avenue Paw Paw, MI 49079	C. Dean Wells 616/657-5511	15
Pickford Public Schools Consolidated Community Schools Second and William Streets Rudyard, MI 49780	Orville Kabat Gary Davis 906/478-7605	125
Porcupine Mountain Schools Ewen-Trout Creek High School P.O. Box 218 Ewen, MI 49925	Daniel Linna 906/988-2350 Lee Lindberg 906/885-5407	25
Port Huron Area School District 2720 Riverside Drive Port Huron, MI 48060	John Rose 313/984-3101 Barbara Hancock 313/985-3700	1,750
Portage Public Library 300 Library Lane Portage, MI 49081	Marsha Meyer 616/327-6725	47
Potterville Public Schools 420 North High Potterville, MI 48876	Kirk Sulzman 517/645-2444 Roland Marmion 517/645-2662	40
Reading Academy Ford/Ypsilanti-Factory Road	Rena Soifer 313/487-1815	250
Redford Union/Livonia Schools Adult Consortium 32235 West Chicago Livonia, MI 48150	Marlana Krolicki 313/422-1200, Ext. 398 Nancy Browning 313/422-1200, Ext. 473	700

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Rochester Community Center	See Lake Orion Adult Basic Education	
Rogers City Learning Center	See Alpena Public Schools	
Roseville Community Schools 18175 East Eleven Mile Road Roseville, MI 48066	John C. Hill 313/445-5597	20
Saginaw Township Community Schools 3465 North Center Road Saginaw, MI 48603	Richard Brown 517/799-8470 Jack Cleveland 517/792-8771	55-60
Schoolcraft College Learning Assistance Center 18600 Haggerty Road Livonia, MI 48152	Sirkka Gudan Donna Sudik 313/591-6400	50
Shelby Public Schools 155 Sixth Street Shelby, MI 49455	Corrine Sonneveldt Dyanne Mullen 616/861-5151	41
Southfield Public Schools 24661 Lahser Road Southfield, MI 48034	Robert DiGiulio 313/356-8644 Mae Wright 313/356-8640	600
Springport Adult/Community Education 300 West Main Street Springport, MI 49284	Dean Havelka 517/857-3445	10
St. Clair Shores Adult Education 23055 Masonic St. Clair Shores, MI 48082	David Schultz Joyce Sheets 313/445-4884	497

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Stephenson Area Community Schools P.O. Box 235 Stephenson, MI 49887	Jeff Anderson 906/753-4038 Ed Schultz 906/753-2221	50
Sturgis Community Schools 216 Vinewood Street Sturgis, MI 49091	Robert McClary Winnie Andrews 616/651-5690	80
Swartz Creek Community Schools 8197 Miller Road Swartz Creek, MI 48473	Gary Huffman Mark Spencer 313/635-4431	200
Tawas Area Schools 325 Newman Street East Tawas, MI 48730	Gene Gerber 517/362-6286	20
Three Rivers Community Schools 207 East Michigan Avenue Three Rivers, MI 49093	Lois Millet Sarah Sult 616/279-9581	60
Troy Adult and Community Education 201 West Square Lake Road Troy, MI 48098	Ron Gutkowski Ron Morse 313/879-0101	296
VanBuren Public Schools 555 West Columbia Belleville, MI 48111	W.A. Loyd F.E. Butler 313/697-9123	20
Vassar Public Schools 220 Athletic Street Vassar, MI 48768	Willard Roles 517/823-8534	100
Warren Woods Community Education 13400-12 Mile Road Warren, MI 48093	Russell Maranzano 313/751-3670	25

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Washtenaw County Literacy Council 343 South Fifth Avenue Ann Arbor, MI 48104	Donna DeButts 313/482-5715 Shirley Harrison 313/971-6680	70
Waterford Adult Basic Education 1415 Crescent Lake Road Pontiac, MI 48054	Donald Arsen Mary Ellen Shires 313/674-9153	120
Wayland Community Education 316 Pearl Street Wayland, MI 49348	David Van Eerden 616/792-9153	100
Wayne County Community College 801 West Fort Street Detroit, MI 48826	Ruth Goldman 313/496-2792 John Bolden 313/943-4081	1,000
Wayne-Westland Community Schools 36745 Marquette Westland, MI 48185	Clarice Stafford 313/595-2247 Kathleen Lyons 313/595-2298	4,013
West Shore Community College The Learning Center 3000 North Stiles Road Scottville, MI 49405	Elizabeth VonSprecken Deborah Wright 616/845-6211, Ext. 320	113
Western School District 1400 South Dearing Road Parma, MI 49269	Kenneth Dunnuck Steve Larson 517/531-5327	25
Whitmore Lake Public Schools 8845 Main Whitmore Lake, MI 48189	Michael Messmore 313/449-4464	20
Willard Public Library 7 West Van Buren Battle Creek, MI 49016	Joy Anderson Richard Hulsey 616/968-8166	200

DIRECTORY OF MICHIGAN ADULT LITERACY PROGRAMS

AGENCY/ ADDRESS	CONTACT PERSON/ ALTERNATE	STUDENTS SERVED
Williamston Community Education 420 Highland Williamston, MI 48895	Jeri Graves 517/655-3380 Narda Murphy 517/655-3530	80-90
Willow Run Community Schools 2171 East Michigan Avenue Ypsilanti, MI 48197	Andrew DeSaeger Michael Shatusky 313/482-2870	250
Wyoming Community Education Adult Learning Center 2820 Clyde Park, S.W. Wyoming, MI 49509	Richard Videan Sandra Lauritzen 616/538-1553	1,257
Yale Center	See Port Huron Area School District	
Ypsilanti Public Schools 2095 Packard Road Ypsilanti, MI 48197	Donna Pittman Alan Smith	264

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

July 21, 1984

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Ex-Officio

Dear Colleague:

On June 5, 1984, the State Board of Education approved the plan for the Michigan Adult Literacy Initiative and a proclamation that August 19 through 25 be designated as Michigan Adult Literacy Week.

A major goal of the Initiative is to provide a directory that will give a statewide picture of service providers which focus on adult literacy. Thus, we are inviting school districts, representatives of educational organizations, and other organizations and agencies to participate in a survey and to be included in the resultant report on Adult Literacy resources.

Our office would deeply appreciate your completing the survey on or before August 30, 1984, and returning to:

Michigan Department of Education
Adult Extended Learning Services
P.O. Box 30008
Lansing, MI 48909

If you have any questions regarding this form, contact Maude R. Lee, Education Consultant, at (517) 373-6911. Thank you very much for your interest and cooperation in making this project a success.

Sincerely,

Phillip E. Runkel

Enclosure

cc: Administrative Secretary
State Board of Education

AE-3175
7/84

AUTHORITY: [illegible]
COMPLETION: [illegible]

Michigan Department of Education
Adult Extended Learning Services
ADULT BASIC AND COMMUNITY EDUCATION
Box 30008, Lansing, Michigan 48909

Direct questions regarding this form to Wanda Lee at (517) 373-6911.

STATE OF MICHIGAN SURVEY OF ADULT LITERACY PROGRAMS

1. Full Name of Agency	
Address of Agency	
2. Name of Primary Contact Person for Program	
Title	Phone - Area Code/Local No.
3. Name of Secondary Contact Person for Program	
Title	Phone - Area Code/Local No.

MAILING INSTRUCTIONS: Return this survey by AUGUST 30, 1984 to the STATE address indicated above.

4. **Please check the organization(s) with which you are affiliated.** (Please check all that apply.)

- ☐ Laubach Literacy Action (LLA)
- ☐ Adult Basic Education (ABE)
- ☐ An Independent Literacy Program (please specify) _____
- ☐ Other (please name) _____

5. In round numbers, how many adult students do you serve per year in your Adult Literacy Program? _____

6. Please estimate the number of students served by your program in each category below (1983—84).

	Male	Female	Total
16—24 years old	_____	_____	_____
25—44 years old	_____	_____	_____
45—59 years old	_____	_____	_____
60 years and older	_____	_____	_____

7. What are the eligibility requirements for your students? (If no requirements, write "none.")

Age: _____

Residency: _____

Education: _____

Reading Level: _____

Income: _____

Other: _____

(over)

8. Are any of your students paid to attend?

☐ YES
☐ NO

If YES, please give a percent number and explain. _____

_____

9. Are any of your students required to attend instructional sessions?

☐ YES
☐ NO

If YES, please give a percent number and explain. _____

_____

10. Is there any cost to the students participating in your program? (Please check all that apply.)

☐ No cost

☐ Materials only

☐ Tuition or hourly fee (explain)

☐ Scholarships available

Comment: _____

_____

11. How many (head count) of the following types of instructors are included in your program?

_____ Paid certified teachers

_____ Paid teachers, not certified

_____ Paid teachers' aides

_____ Paid tutors (one-to-one)

_____ Volunteer teachers

_____ Volunteer teachers' aides

_____ Volunteer tutors (one-to-one)

_____ Other (explain)

Comment: _____

_____

12. Do you provide any special training for instructors?

☐ YES
☐ NO

If YES, please explain. _____

_____

13. With what size group does each instructor work? If you check more than one, please explain.

☐ Large group (6 or more)

☐ Small group (2–5)

☐ Individualized instruction

☐ Other (please explain)

Comment: _____

_____

14. What type of assessment do you use to determine the initial skill level of the student?

- ☐ None
- ☐ Standardized test for all students
- ☐ Standardized test for some students
- ☐ Informal assessment for all students
- ☐ Informal assessment for some students
- ☐ Some or all assessment done by outside source (please explain)
- ☐ Other procedures (please explain)

Please list the names of tests and/or explain the assessment procedures. _____

_____

_____

_____

15. Do you have any procedures for assessing (or accommodating) vision, hearing, emotional, or other disabilities which may affect reading?

- ☐ YES
- ☐ NO

If YES, please explain. _____

_____

16. Please list the material(s) that are used most often in your basic literacy program (e.g., Laubach, Mott, Barnell-Loft, SRA, Instructor-made materials, Steck-Vaughn, Language experience).

_____

_____

_____

_____

_____

_____

17. Do you use any objective measure of student progress?

- ☐ YES
- ☐ NO

If YES, please explain. _____

_____

18. What are your funding sources for teaching and administrative costs (not materials)? (Please indicate approximate amount in each category for the 1983–84 school year.)

$ _____ Federal Funds
$ _____ State Funds
$ _____ Local Funds
$ _____ Fees (please explain)
$ _____ Donations from Organizations
$ _____ Donations from Individuals
$ _____ Other (specify) _____

Comments: _____

(over)

19. Do you receive any other assistance such as donated space, secretarial services, use of office machines, volunteer labor, professional consultation, donated materials, administrative assistance, etc.? Please explain.

_____

_____

20. Are there distinctive points about your program (unusual population, special recruiting methods, provisions for student transportation and child care, etc.) that might not be obvious to those of us reading this report. Please elaborate.

_____

_____

_____

21. May we include selected information above in a directory of statewide adult literacy program resources?

☐ YES
☐ NO

22. Please list the names of any other public or private adult literacy programs that you know of in your area. (We will include them in the next phase of our survey in the hope of establishing a complete list of resources in the state.)

Agency	Contact Person	Telephone (Area Code/Local No.)

Thank you.

APPENDIX C

MICHIGAN ADULT LITERACY INITIATIVE
NETWORKING REGIONS

#1 Macomb & Oakland

#2 Detroit

#3 Wayne/Monroe (Exclusive of Detroit)

#4 Genesee Area (Flint), Sanilac

#5 Capitol Area, Washtenaw

#6 Berrien/Cass, South Central, and Southwest

#7 Kent

#8 Ottawa, Muskegon, West Central

#9 Mid Michigan, Saginaw Valley

#10 Northern

#11 Upper Peninsula

*NOTE: These regions duplicate those used by the Michigan Association for Community and Adult Education. They are general areas in which coordination of adult literacy efforts will occur.

APPENDIX D

MICHIGAN ADULT LITERACY INITIATIVE

Committee Responsibilities

Michigan Literacy Initiative Coordinating Committee:

1. oversee and monitor a five year plan to reduce adult illiteracy in Michigan
2. act as an advisory board to regional committees
3. promote a full time Literacy Coordinator position at the State level
4. develop a "resource cadre" for consultation, training and technical assistance statewide
5. encourage and assist in the development of regional committees/coalitions which include representation and involvement of the population to be served
6. monitor the national campaign and develop statewide awareness and support
7. meet bi-monthly with subcommittee meetings as needed
8. develop a statewide newsletter
9. generally perform the duties of a statewide advocate of adult literacy programs including innovative, non-traditional approaches

Administrative Subcommittee:

1. develop the five year plan to significantly reduce adult literacy in Michigan to be approved by the coordinating committee
2. help present the plan to the State Board of Education
3. assist the Literacy Initiative chairperson to develop agendas, identify resources and conduct coordinating committee meetings
4. oversee the work of the subcommittees and support their efforts

5. generally act as a planning coordinating body for the Literacy Initiative

6. act as a liaison between the press and the public (this would include developing a speakers' bureau)

7. address financial/funding concerns including state and private sources and the use of existing agency financial structures (ex. JTPA, DSS)

Public Relations/Publicity Subcommittee:

1. monitor and disseminate information on the national literacy campaign

2. market and disseminate information on the State Initiative:

   a. market and disseminate the video tapes on illiteracy in Michigan

   b. develop press releases to increase awareness, publicize case histories, attract students, attract volunteers, recognize model programs, recognize exceptional volunteers, announce activities

   c. offer technical assistance to regional and local committees

   d. market the speakers' bureau

3. develop further strategies to increase awareness and participation in the Michigan Initiative including the involvement of regional and local "influentials" such as legislators/mayors

4. serve as a resource to other subcommittees as well as regional/local organizations

5. determine timelines which are feasible for the activities of the subcommittee and which will result in the achievement of the goals of the Initiative

6. identify the measures by which the work of the subcommittee will be considered successful (standards of excellence)

Volunteer Literacy Activities and Resources Subcommittee:

1. provide guidelines for recruitment, training and

coordination of volunteer activities and programs

2. develop a system of dissemination to regional areas

3. identify promising practices and literacy models among the regions

4. provide a clearinghouse for instructional resources

5. develop a system for dissemination of instructional strategies and techniques to local/regional volunteer literacy efforts

6. promote the organization of "Students for Literacy" among high schools, colleges and universities

7. determine timelines which are feasible for the activities of the subcommittee and which will result in the achievement of the goals of the Initiative.

8. identify the measures by which the work of the subcommittee will be considered successful (standards of excellence)

Special Populations Subcommittee:

1. using the categories defined in the Adult Education State Plan, identify state organizations who act as advocates for these populations

2. identify regional organizations affiliated with the state advocates

3. encourage state and regional advocacy organizations to actively participate in the Literacy Initiative

4. identify and disseminate to regional committees information on persons available as resources when training persons to work with special populations

5. encourage local and regional committees to involve members of the populations to be served in identifying and meeting the literacy needs of their own unique special populations

6. advocate and oversee the use of innovative, non-traditional approaches for recruitment, retention and involvement of persons of the populations to be served

7. determine timelines which are feasible for the activities of the subcommittee and which will result in

the achievement of the goals of the Initiative

8. identify the measures by which the work of the subcommittee will be considered successful (standards of excellence)

Business, Industry and Labor Subcommittee:

1. identify specific union and management coordinator to work with the instructional coordinator

2. work with volunteer literacy activities and resources subcommittee to locate and recognize business, industry and labor efforts

3. locate, support, and work with small business and/or obtain assistance of small business in cooperation with local educational agencies to develop literacy programs

4. develop specific criteria necessary for development and implementation of programs (space requirements, materials, coordination, recruitment, etc.)

5. elicit support from existing program sponsors to help develop new programs/encourage new program sponsors

6. implement the flow chart developed by the original committee

7. identify two to three pilot programs for assistance, support and modeling

8. in conjunction with the administrative subcommittee, address funding concerns including state and private sources and the use of existing agency financial structures

9. determine timelines which are feasible for the activities of the subcommittee and which will result in the achievement of the goals of the Initiative

10. identify the measures by which the work of the subcommittee will be considered successful (standards of excellence)

Assessment and Evaluation Subcommittee:

1. develop procedures for assessing student progress

   a. gather data on assessment instruments currently in use

b. identify additional assessment methods

c. identify tools appropriate for special populations

d. encourage comparative studies of assessment methods

e. compile and disseminate the above information

2. encourage comparative studies of the effectiveness of various tutoring and teaching techniques based on results of student progress reports

3. develop tools, with the assistance of the Michigan Department of Education, to provide both ongoing information and a five-year summary of the work of the Initiative

   a. collect and compile "standards of excellence" from all subcommittees

   b. establish or coordinate benchmarks for subcommittee progress
      1) develop a reporting form for assessing processes, activities and results

      2) determine frequency of reporting

      3) analyze responses to reporting forms

   c. assess which structures and regions are effective and offer these as models; assess which structures are inactive

4. through existing bureaucracy and linkages,

   a. distribute reporting forms and analyze/compile responses

   b. disseminate results of analysis of information reported

APPENDIX E

MICHIGAN ADULT LITERACY INITIATIVE

Literacy Initiative Resources

Following are resources which should be considered for involvement in the Literacy Initiative. The list is not all-inclusive.

Volunteer Agencies

Volunteers - Individuals

The Private Sector - business and industry including large corporate learning/retraining/employment enhancement programs.

Existing Agency and Institutional Resources including -

Adult Community Education Programs and Associations
Area Agency on Aging
Community Colleges
Department of Corrections (jails, prisons, halfway houses, release programs)
Department of Education (especially Adult Extended Learning Services Area)
Department of Social Services (local and district)
Intermediate School Districts
Job Training Partnership Act Generated Projects
Labor Organizations - UAW
Libraries and Library Associations
Literacy Councils, Groups, Associations
Mass Media Agencies and Associations (including public broadcasting)
Michigan Economics for Human Development
MEA and Other Professional Educational Organizations
Museums and Museum Societies
National Association for the Advancement of Colored People
Public Schools and Related Associations
Service Organizations (such as the League of Women Voters, Rotary, Lions)
Universities
Urban League